



RE-AIM: Farm-to-School

This planning and evaluation guide illustrates the five dimensions of the RE-AIM framework: **Reach**, **Effectiveness**, **Adoption**, **Implementation**, and **Maintenance** that will be used for LHD's Policy, Systems and Environment change evaluation and reporting. The RE-AIM framework is useful for planning new interventions, adapting existing interventions, and designing evaluations that assess the potential public health impact of interventions.

Reach: Number of people in the target population affected. The extent to which the individuals reached are representative and include those most at risk.

Coverage:

- Number of SNAP-Ed eligible students (incomes < 185% Federal Poverty Level (FPL)) in the county*

Estimated actual reach:

- Number of students attending SNAP-Ed schools with Farm-to-School procurement system in period assessed (per year)*
- Number of SNAP-Ed eligible students (<185% FPL) reached by Farm-to-School procurement system activities in SNAP-Ed schools in period assessed (per year) ***(WRO – MT4)**
- Demographic characteristics of participating children

Effectiveness: Measurement of environmental level changes that have been shown to improve individual's nutrition and physical activity.

- Number of SNAP-Ed schools with improved food environment assessment scores using a reliable and consistent environmental assessment tool *[Report actual scores]* **(WRO – LT9)**
- Pounds of produce that is procured locally (i.e., food grown within a day's driving distance of the place of sale) by SNAP-Ed schools*
- Local sales of fruits and vegetables reported by local growers (\$ amount) ***(WRO – LT15b)**
- Number of SNAP-Ed schools that newly achieve national, state, or locally-defined standards for recognition program. *[Specify recognition program]* ***(WRO – LT11)**
- Other appropriate indicators of change/improvement, such as:
 - Number of students who report eating more than one kind of fruit in a day **(WRO – MT1)**
 - Number of students who report eating more than one kind of vegetable in a day **(WRO – MT1)**
 - Number of students who report eating fruits two or more times per day in past 7 days (or, average number of cups consumed daily) **(WRO – LT2)**
 - Number of students who report eating vegetables three or more times per day in past 7 days (or, average number of cups consumed daily) **(WRO – LT2)**

Adoption: The number of settings and partners participating in PSE change. The appropriateness of the settings (and partners) for reaching/engaging the target population.

- Number and list of the following who are actively involved in Farm-to-School procurement system activities for school districts and schools
 - individual community members/local champions (youth, parents/caregivers, community members, staff/service providers, leadership/decision makers, local celebrities) *[Record total number involved and number from SNAP-Ed population for each]* ***(WRO – ST5)**
 - organizational task forces *[Record number and type of member organizations]* ***(WRO – ST6)**
 - other partners not included above *[Record number and type]* *
- Number of SNAP-Ed schools where at least one Farm-to-School procurement system activity is achieved. ***(WRO – MT4)**
 - Number of sites that change the **food environment** (if applicable): improvements in hours of operations, time allotted for meals or food service; improvements in layout or display of food; changes in menus; point of purchase/distribution prompts; edible gardens; improvements in free water taste, quality, smell, or temperature; rules on use of food as rewards, or foods served in meetings or classrooms. *[Indicate which changes were adopted]*
 - Number of sites that make changes to **food procurement**: change in food purchasing specification(s); change in vendor agreement(s); farm-to-table; increase in fruits and vegetables, 100% whole grains, low-fat dairy, lean proteins; lower sodium levels; lower sugar levels; lower solid fats (saturated or trans fats). *[Indicate which changes were adopted]*
 - Number of sites that make changes to **food preparation** (if applicable): enhanced training on menu design and healthy cooking techniques; reduced portion sizes; use of standardized recipes. *[Indicate which changes were adopted]*
- Number of SNAP-Ed schools that procure locally sourced food (i.e., food grown within a day's driving distance of the place of sale) ***(WRO – MT7)**
- Number of SNAP-Ed schools that integrate nutrition education into K-12 academic standards **(WRO – MT10)**

Implementation: Evidence of multi-component PSE interventions that are implemented as intended (all key components are in place and of high quality).

- Number of SNAP-Ed settings that report a multi-component initiative with one or more nutrition supports for Farm-to-School procurement system activities and
 - Evidence-based education *[describe]*
 - Marketing (including promotion, awareness efforts, etc.) *[describe]*
 - Parent/community involvement *[describe]*
 - Staff training on continuous program and policy implementation *[describe and report number trained]* (WRO – LT9)
- Quality and variety of fruits and vegetables offered/sold at each school
- Number of days per week that fresh produce is offered/sold at each school

Maintenance: PSE change is maintained with a sustainability plan and institutional/community support. New barriers are prevented or mitigated.

- Number of SNAP-Ed schools in which Farm-to-School procurement system activities are maintained or expanded (included is demand for, and consumption of, fresh fruits and vegetables)*
- Institutional or community (non-SNAP-Ed) resources invested in PSE change (staff, cash, in-kind support) [calculate percent change for each] (WRO – I3)
- SNAP-Ed resources invested in Farm-to-School procurement system changes (staff, cash, in-kind support) [calculate percent change for each] *
- Number of participating SNAP-Ed schools with a plan for sustaining, evaluating, and improving Farm-to-School procurement system activities (WRO – I4)
- Number and types of barriers/challenges prevented or mitigated through program implementation (WRO - I5)

*These are required, core PSE indicators that should be incorporated into final evaluation plan (if applicable to specific PSE).

WRO indicators are from the USDA Western Region SNAP-Ed Nutrition, Physical Activity, and Obesity Prevention Outcomes Evaluation Framework, April 2014

<http://snap.nal.usda.gov/snap/WesternRegionEvaluationFramework.pdf>

ST represents short-term indicators, MT represents medium-term indicators, LT represents long-term indicators, I represents impact indicators (see framework for specifics for each indicator). These indicators will be compiled at the state level and reported to USDA Western Region.